

A Model College

EDHE 691

The College and The Student

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May 1, 1986

E.C.C.C.

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### Environment

Columbia College, an independent four-year liberal arts college, is located in a southeastern state in a small town of 15,000. It is 20 miles from a city of 500,000. The property is at the outer limits of the town and encompasses 1000 acres of land. The buildings stand on a rolling tract of forest, streams, lakes, and fields. The campus offers places to fish, hike, ride horseback, and canoe. There are tennis courts, swimming pools, a soccer field and a small golf course. The mild climate of this southeastern state allows year-round enjoyment of the recreational facilities of the campus and others nearby.

### Philosophy

Columbia College, exists to enhance the quality of life for its students and through them for society. The liberal arts, by tradition, free the mind from dogma and intellectual conformity in order that students may realize their fullest potential as individuals.



The ultimate goal of Columbia is to provide a quality liberal arts education in an environment that presents opportunities for students to grow and mature in the academic disciplines. Equally important as growth in the academic disciplines is the growth in psychological, physical, and social dimensions of students' lives. Ultimately, the goal for Columbia graduates is that each individual will gain the ability to translate what he or she has learned into a positive, successful life. As Chickering states, "the outreaching purpose of our colleges and universities should be to encourage and enable intentional developmental change throughout the life cycle."

Columbia seeks to provide its students with a basic understanding of human affairs and problems to motivate them to think clearly, honestly, and constructively and to communicate effectively; and to introduce them to the arts and sciences that they may enjoy the best of the heritage of civilization.

This philosophy was chosen because I feel that the college years offer a unique opportunity for each student to develop. The traditional age students gain



experience in college that can never be obtained in later life. The social maturation at this age is extremely important. Although many mature students return to college, I feel that the ideal time for the college experience is between 18 and 25 years of age. Columbia College has special programs for the mature student, but the majority of the students are of the traditional age.

#### Admission Standards

Columbia accepts admission without regard to race, color, sex, or national origin those who are qualified to benefit from its progress. Applicants must furnish evidence of good moral character, sound physical and mental health, adequate scholastic preparation, and intellectual maturity. We look for students who are creative, energetic, and intelligent. The achievement record from the secondary school is the single most important indicator of success in college. ACT scores will be considered and they tell something about aptitude, but do not reveal a student's drive, consistency, or self-discipline. These are all qualities necessary



for success in college. A student is to assume the basic responsibility for his education.

The admission policies were selected because I believe that test scores alone are not indicative of a student's ability to succeed in college. Many factors need to be considered. A student should be given an opportunity to see if he can succeed instead of assuming from one standardized test that he is incapable of success.

#### Calendar

After studying many types of calendar arrangements, our administration decided that the 1-2-2-1-2-2 module pattern would be best suited for our curriculum and students.

The first module is a three-week orientation program session for all freshmen and other new students beginning the last week of August. In mid-September the entire student body returns for the first pair of seven-week modules. The second semester begins with a four-week winter term of independent study which is followed by two or more seven-week modules. We find that there are



advantages to the students being involved in only two simultaneous courses per module. If a student chooses he may take one course each during a three and one half period or he may take a 14 week course spanning two modules.

In the summer session an additional full module is offered, compressed into six weeks. It is primarily for the benefit of students who have dropped a course during the year or those who want to accelerate their degree program. A student may take advantage of the calendar arrangement to shorten the time required for a degree to three years by using the first two options and enrolling in one summer session.

This calendar pattern was chosen because we felt that innovation is necessary to attract quality students. This calendar is not much different from the traditional college calendar so that students could attend another school for a semester and transfer to Columbia College at the beginning of a seven week module.



## Curriculum and Programs for Academic Enrichment

Our administrators researched many types of curriculum and decided that the type used at Rollins College in Sarasota, Florida would be a good model to follow. With some revision, Columbia College's curriculum is similar to Rollins'. In place of academic departments and divisions there are six different colligia which are groups of faculty and students united around a distinctive mode of learning. A commitment to controlled experimentation is a philosophy shared by a chemist, a biologist and a psychologist, so they all belong to the same collegium. The six collegia and characteristics of each are:

(a) Foundation Collegium. It was offered primarily for freshmen to meet their needs and encompasses characteristics of the other collegia.

(b) Collegium of Letters. This collegium attempts to study man's works in order to evaluate his particular activities within a historical continuum. The methods include disciplinary research, analysis, imagination, criticism, and synthesis.



- (c) Collegium of Creative Arts. This collegium's purpose is to promote, encourage, and evaluate both the making of original works and the process of creativity through personal experiences. Included in this area are Music, Art, Theatre, Literature, Education, Sociology, etc.
- (d) Collegium of Comparative Cultures. The primary purpose is the development of a conceptual and experiential understanding of the cultural heritage and present realities of the major regions of the world. Language instructions, study abroad, and area studies are found in this area, and an interdisciplinary approach to each area is characteristic.
- (e) Collegium of Behavioral Sciences. The primary emphasis in this colligium is the inquiry into human, social, and animal behavior. Systematic observation and quantitative measurement, description, analysis, and experimental isolation and control are the techniques employed.
- (f) Collegium of Natural Sciences. The basic methodology is modeled after that of the sciences: controlled isolation and manipulation of variables, acquisition of



quantitative or qualitative data, creative use of the skills and language of mathematics and structuring of general laws and theories.

The curriculum consists of two divisions - upper and lower. The classes are small and flexible in structure. They are faculty-directed and very informal in the lower division and result in a low pressure participative environment. The courses generally address a single theme. The freshman year is composed of general requirements but the sophomore year allows for a greater degree of work related to personal goals and interests.

Juniors and seniors have to take four upper-division colloquia, at least one of them outside the collegium of which they are members. At the upper division students contract for projects with the faculty or get together in special interest groups with a faculty leader. Incorporated in each student's plan is the completion of 130 correctly distributed units, a senior thesis or creative project, and a final oral exam designed to demonstrate competency in the student's major field.

Bachelor of Arts and Bachelor of Science degrees are offered in selected subjects. Columbia College is



prepared to evaluate and award up to a maximum of thirty academic credits for college level learning which a student may have acquired in a non-traditional setting.

### Foreign Studies

Foreign studies are an important part of the curriculum, thus, Columbia offers during one seven week module foreign studies to students. One or more faculty members travel with twenty-five students to a foreign country where they stay with native families. The first part of the term is spent studying the country's language and customs while the second three and a half weeks are devoted to the completion of a research project. Since this is not a required part of the curriculum, additional costs are required of students who elect foreign studies.

To be eligible for foreign studies the students must display high academic performance in previous studies. Any students who wish to avail themselves of this opportunity and who has the approval of the vice-president of Academic Affairs is accepted into the foreign studies program.



The foreign studies is included in Columbia's course of study because our administration feels that knowledge of other cultures is essential for students to have a comprehensive education.

#### Field Studies - Internships

The Internship Services Program is a significant component of Columbia's overall academic curriculum. Participation in the program allows Columbia's students to relate theory to actual practice and to gain valuable work experience while continuing their academic program. The Center for Experiential Education generally arranges job placement.

Two levels of practical experience carry the corresponding course descriptions. For the beginning student, a lower division course, Field Study, serves as an introduction to special areas in a career field in which a student is interested. Consisting primarily of observation, the internship allows the student to obtain a broad view of a potential career while receiving limited academic credit for the experience. The Field Study provides a more detailed program involving knowledge of



a career and the opportunity to develop specific competencies necessary for entry level employment in that field.

Variable academic credit is permitted for internships, but no more than nine hours of field study credit will be counted toward the fulfillment of graduation requirements. Approximately four contact hours per week at the placement site are required. A student may not register for more than three hours credit for internships at one time. To ensure academic quality in the internship experience, interns work closely and meet regularly with a faculty sponsor who eventually evaluates the student's performance, consulting periodically with the on-site supervisor. Field studies are evaluated on a CREDIT/ NO CREDIT basis.

#### Evaluation of Academic Studies

The final grade given for any course is a symbol of the degree of mastery of the course, is based on the sum of evidence the student demonstrates concerning understanding and retention of material presented and does not always indicate native intelligence or potential.



Formal examinations, written and oral quizzes, term papers, recitation and participation in class discussions are utilized in determining the grade. Plus and minus signs may accompany the grade but they do not affect the quality quotient.

A - excellent, with four quality points per credit hour. An A indicates truly outstanding scholarship and an unusual degree of intellectual initiative.

B - denotes truly superior or well above average attainment, with three quality points per credit hour.

C - a basic grade which indicates average or satisfactory work as is done by a majority of students. It indicates an understanding of the essential elements of a course and carries two quality points per credit hour.

D - deficient, but passed, with one quality point per credit hour. A grade of D indicates a bare minimum of performance. Although courses graded D will count toward a program of concentration, they must be repeated.

I - not a final grade, but an indication that some portion of the course has not been completed. I becomes an F if the missing work is not submitted by two weeks after the beginning of the next semester. An incomplete grade must be requested by the student prior to the final examination.

Au - audit.

F - failure without right to re-examination.



X - no grade submitted by the instructor.

W - withdrawn or registration cancelled; indicates that the student's withdrawas from a course has been approved.

NC - no credit or non-credit.

Students have the option of taking general elective courses either for a letter grade or on a pass/fail basis. The student must specify the courses for which the pass/fail option is to apply, and this must be done no later than four weeks prior to the last day of class. All teachers will assign letter grades to all students in all courses. In a course which the student elects to take on a pass/fail basis, the computer will be programmed to translate a grade of C or better as a "pass" and a D or F as a "fail." The cumulative quality quotient remains unaffected by a pass/fail course. Credit hours do count toward graduation.

The pass/fail option does not apply to those courses for which only "pass/no credit" or "pass with honors/pass no-credit" grading systems are used.

Students who want to enroll at Columbia College with a part-time or non-credit status are accepted. The flex-



ibility of this schedule allows for a great deal of positive reactions from students.

#### Governance and Administration

The college officers include the President, Vice-president of Academic Affairs, Director of Student Services, Director of Continuing Education, Director of Business Affairs, and Director of Development. Each officer has been selected on the basis of experience, education, and a commitment to the philosophy of Columbia College.

Governance is by open forum in the college and the community which are allowed to participate. Although the major responsibilities for operating the college are borne by the President and the college officers, each person, both students and staff, is ultimately responsible to the open forum. This body may even make decisions relating to the selection of the President, renewal and appointment of faculty and administrators' positions, or anything else that involves the students and faculty at the college. This is further emphasized in Morris Keetom's



Shared Authority on Campus (1971), in which he relates his experience at Antioch College which had a community council including students, who participated fully in the development of policy important to the institute including academic subject matter and even decisions on individual faculty appointments.

A board of trustees, made up of interested citizens, state and national economic leaders, and educational leaders comprise the ten board membership. The board oversees the operation of the college and take recommendations from the college's open forum.

From the board of trustees, nominations for a Foundation Board are obtained. The Foundation's primary functions are to manage the monies donated by the college's founder and to develop an ongoing membership drive to continue donations to the various innovative projects of the college. Scholarships to deserving students are a main item for the Foundation's funds.

Each year Columbia College offers scholarships to academically deserving students. These awards are available on a competitive basis to those outstanding incoming freshmen who have been recommended by their high school



counselors or principals during their senior year or high school.

Columbia offers an annual on-campus scholarship competition program which must be attended by all eligible scholarship nominees. All academic awards are renewable from year to year (up to four years), provided the student is enrolled full time at Columbia and maintains the required grade point average.

The Alumni and Friends of Columbia College has been established which requires a yearly minimum donation of \$200 to the Foundation. Patrons are given complimentary tickets to Fine Arts presentations on the campus and invitations to a variety of functions throughout the year. As this group becomes involved in the college's activities, the administrators believe that they will increase their commitment to the college.

### Faculty

#### Faculty-Student Relations

Faculty at Columbia College are selected on the basis of education, their past performance in working with stu-



dents, and their commitment to the Columbia philosophy. Faculty must be committed to developing the entire student and be involved in the students' growth in all areas.

According to Wilson, Gaff, and others (1975), faculty members who have the most impact on undergraduate students were more interested in teaching than in research and in teaching undergraduates than graduate students, they made their classes interesting by using anecdotes, telling humorous stories, or sharing their own experiences or research. Also, they found the influential faculty and their colleagues was the extent to which they interacted with students beyond the classroom.

Professional development and improvement programs are an important part of the growth of instructors. Instructors can choose many types of growth experiences and must present an annual proposal to the vice-president of academic affairs of their activities for the coming year. To become an integrated personality the college encourages the faculty to participate in activities that include professional growth, institutional service, community involvement, and personal growth as is pointed out by Lindquist.



Professional development facilitators find that staff gain much more from interactions with colleagues or students than they do simply from words on paper. Centra (1976) found that such interactions, which he calls "high faculty involvement" activities, are highly rated by practitioners. College staff members have much expertise to share with one another. Workshops, retreats, colloquia, bag lunch seminars, faculty meetings given over to learning instead of governance, study groups, and support groups or triads of staff members are some of the kinds of interaction that can foster professional development. Some colleges have a coordinated "curriculum," which a few "fellows" each year study through seminars, field trips, and individual projects so that sustained study and a supportive colleague group can be effected.

The faculty members' individual plan will be evaluated by the division chairman and vice-president of academic affairs. The faculty will be individually counseled if revisions need to be made in the plan.

Professional development and improvement is also an integral part of the Columbia's purpose and philosophy.



By involving all college employees, the college administrators believe that a greater commitment to the college philosophy will be attained.

#### Faculty Salary and Fringe Benefits

The ratio of students to teacher is 20 to 1. Teachers are tenured after being on the faculty for three years and are expected to continue to exhibit competence in their area. Salaries are ten percent higher than the salaries of the state institutions of higher education faculty with the same education and experience. Fringe benefits include group medical insurance, sick leave, and a semester's leave for personal and professional development after three years of service to Columbia College.

The Foundation offers three \$3000 summer study awards annually for the faculty. Three outstanding teachers are awarded \$2000 each year at spring graduation. Faculty receive complimentary tickets to the Fine Arts presentations and discounts at the book store and cafeteria.

Donors have the privilege of restricting their



gifts for special areas if they wish. Unrestricted gifts are channeled into areas of greatest need or placed in an endowment fund from which only the income is used. All gifts are tax-deductible.

The Foundation plays an increasingly significant role in providing support to improve and strengthen programs and services at Columbia. Every department will benefit, either directly or indirectly; as Foundation funds are used to construct new buildings, make available salary supplements in strategic areas, purchase needed equipment, support lectureships and honors programs, and provide scholarships and professorships.

#### Faculty Advising and Individualized Instruction

Upon entering Columbia each freshman is assigned a four-person contract-advising committee to assist him or her in determining individual interests and choosing educational experiences closely related to those interests. The committee is comprised of the student, his/her academic advisor and three others from the faculty that the student feels may be helpful in achieving his/her educational goals.



Through this committee the student develops a program of study and the plan becomes a contract with the college. It includes a number of electives, core requirements, and other experiences agreed upon by the committee. Basically the freshman remains in the Foundation Collegium, but there is room for variety and personal interest within this division.

In order to better serve the students through individualized instruction, Clark states that "the traditional faculty role is often performed in the individualized contract situation, specifically in cases in which the faculty member who negotiates the learning contract also serves as the primary source of instruction. Faculty often discover that they teach in new ways, however, particularly when the student is studying content that is interdisciplinary, multidisciplinary, problem-centered, thematic, or otherwise different from the course content they are currently teaching. Many faculty thus indicate that involvement in contract learning causes them to work as both subject matter specialists and as generalists in their field."



### Tuition

Students enrolled in Columbia College pay tuition and a college fee which covers, in part, the cost of instruction, use of libraries and laboratories, admission to intercollegiate athletic contests, concerts, lectures and many other campus events; and participation in extracurricular activities. The difference is provided by income from endowment and by gifts. Tuition and fees for the 1986-87 academic year total \$7300, with \$6640 for tuition, \$660 for the College fee (including the health services fee) and a \$50 activity fee. Tuition for subsequent years is subject to change with increases averaging about \$500 annually.

A \$25 fee is charged for late registration.

The student activities fee is assessed by the student government and is collected by the College at registration. It is subject to change; however, a vote of the student body is required.

Freshmen not living at home are required to live in the residence halls. Residence hall room rates range from \$1560-\$2030 (86-87 rates) per year, depending on accommodations, and are payable in full at the fall regi-



stration. Entering students are required to pay a \$200 commitment fee prior to May 1, of which \$100 is applicable to housing. Students who withdraw prior to July 1 are eligible for a refund of the \$100 housing portion only.

Resident students are entitled to use the residence halls for the following periods: For upperclassmen - August 19 to commencement, exclusive of the winter recess; other students - from August 19 to 24 hours after the last examination in May, exclusive of winter recess. The College reserves the right to use of rooms outside of these periods.

Meals on a contract basis are available. Contract prices for the 1985-86 academic year were: 19 meals per week, \$1270; 14 meals per week, \$1225; 10 meals per week, \$1165.

Board rates are announced prior to the beginning of each semester and contracts are payable by the semester. Charges quoted are subject to change without notice. Books and scholastic supplies average \$200 per year, depending largely upon the type of courses the student selects and the availability of used books. Expenses for such items as clothing, membership dues



and off-campus interests will, of course, vary widely with the individual.

Columbia seeks to offer its educational opportunities to qualified students regardless of their current ability to meet expenses. Toward this end Columbia extends financial aid through scholarships, grants, loans and campus employment. Both on- and off-campus employment assistance is available through the personnel office. Assistance in obtaining off-campus employment is also available through the College's Career Planning and Placement Service.

Columbia students are eligible to apply not only for College Scholarships and scholarships open to Columbia students only, but are also urged to apply for scholarships offered by many corporations, foundations, the Pell Grant Program and other organizations. Students may also apply for federally guaranteed educational loans through their hometown banks.

To be eligible for renewal of financial aid, students must achieve certain minimum scholastic standards. A grade-point average of at least 2.5 ordinarily is required for the renewal of a scholarship, and 2.0 for a loan.



Short-term loans are available to provide for emergencies which may arise during the academic year. Ordinarily, these loans are restricted to amounts not exceeding \$150 and repayment is expected by the end of the semester.

### Physical Facilities

The architecture of the campus is ultra modern with classrooms composed primarily of glass. The beauty of the campus can be seen while students are involved in classroom activities. When weather permits many classes are conducted in the beautiful surroundings of the campus.

The residence halls are located within walking distance of the classrooms, however, privacy is also maintained. Students can choose a variety of living arrangements, such as, one residence hall for each sex and one for co-educational living. Another residence hall is a language hall for those who want to live with others speaking the same second language.

Students desiring a room reservation for the semester must submit a completed housing application, accompanied



by a deposit of \$50, to the Housing Office. This deposit is considered a continuing deposit for subsequent assignments as long as the student requests campus housing. Reservations must be made in the full name of the student as it appears on the application for admission or readmission. A housing contract must be signed and returned to the Housing Office to complete the application process.

Priority is given to students retaining their assigned room and paying required fees. All other students are assigned according to their priority number, established by the date of their application. Students wishing to request one another as roommates should submit applications.

Requests for private rooms will be accepted and honored as space for assignments is available. First priority will be given to double occupancy assignments. The rate for a private assignment will be an additional one-half the regular rate.

All room changes must be approved by the residence hall director. A student who makes an unauthorized change must pay a \$10 penalty and move back to the assigned space. The assigned occupants are financially



responsible for all property in the room, including the doors and windows.

The College reserves the right to inspect rooms and to move any student to another assignment for reasons of space management or for the maintenance of order.

At the beginning of each school term, students without roommates may choose one of three options:

1) move together voluntarily with another student who is without a roommate, 2) be reassigned with another student who is without a roommate, or 3) pay the private room rate. Whatever the option chosen, the student must coordinate his actions with his residence hall director.

The Residence Hall Fee covers any College holiday which occurs as a one-day extension of a normal weekend (i.e., Thanksgiving, Christmas, Easter, and Mid-semester "Spring Break").

For commuting students, who comprise about twenty percent of the student body, there is a simulated residence hall environment to enter before going to their classes; this is the student activities center. The upper level of this building contains a lounge and study area where non-residence students can meet friends,



study, or just relax before and between classes.

### Student Services

#### Standards of Conduct

There are no residence hall hours for any students at Columbia College. The college administrators believe that the students are adults and should be treated as adults, thus, they are expected to obey the laws of the national, state, and local government. There is no dress code but the students are expected to dress in an appropriate manner at all times.

Columbia College is committed to the belief that formation of character is an important part of education. Since orderly living calls for discipline and self-control, reasonable rules govern the out-of-class life of the students. The rules of the college, which are officially published in the Student Handbook, encourage the development of personal responsibility and maturity.

As a private education institution, Columbia College explicitly retains the right to refuse initial admission or re-registration to any person whose attendance it deems to be against the best interests of the college.



Further, the college reserves the right to suspend, dismiss, or expel at any time a student whose conduct it deems to be a violation of principles upheld by the college, or a violation of its rules, regulations, or decisions, or whose attendance it considers to be against the best interests of the college.

Columbia students enroll voluntarily in a college which embodies high standards. It is, therefore, expected that they understand and abide by the moral and educational values that this tradition represents. The College respects the integrity and rights of occasional students who hold values different from those it espouses; similarly, they are expected to respect what the College stands for. If such students find their personal values incompatible with those of the College and, further, are unable to respect those values, they will be expected to seek their education elsewhere.

Certain rules of conduct, which are to be used as a guide to the student, are found in the Student Handbook. These are to be considered general rules of conduct, but are by no means all-inclusive. They are published to encourage the development of personal responsibility and maturity.



### Fraternities and Sororities

Columbia College does not have fraternities, sororities, or social clubs. It is our belief that students' interests are better served through honorary organizations, thus, promoting a healthier environment for students and faculty.

### Athletics

Intramurals are the only types of athletics at Columbia College. The Department of Recreation and Intramural Sports conducts a comprehensive intramural program and provides facilities, services, and equipment for informal recreation. The program of leisure services consists of men's and women's intramural sports, co-recreation intramural sports, court reservations, equipment checkout, information offices, advising of sports clubs, facilities scheduling, recreation programming, and new program development. The opportunity of every student to take part in competitive and non-competitive recreational sports and activities is provided.

Recreational facilities available are basketball/volleyball courts, tennis courts, outdoor lighted



racquetball/handball courts, fully equipped weight-room, jogging track, fitness course, outdoor swimming pool, and outdoor complexes for softball, flag football and other outdoor activities.

The intramural sports program for men and women offers the opportunity to participate in the following activities: swimming, tennis singles, bowling, flag football, horseshoe, cross-country, table tennis, golf, pilo polo, racquetball singles, soccer, volleyball, hotshot basketball, 3 on 3 basketball, fore-par, basketball, weightlifting, superstar, table soccer, softball, darts, badminton, racquetball doubles, tug-o-war, archery, riflery, tennis doubles, track and field. The co-recreation intramural sports program offers the opportunity to participate in the following activities: inner tube water polo, tennis, pillo polo, volleyball, bowling, fore-par, basketball, softball, racquetball, badminton. Members of the community share in the use of the college's facilities frequently.

With horseback riding, fishing, boating, camping, hiking, and other outdoor activities available on our spacious campus, many intramural teams are formed involving these activities.



### Student Government

In the government section of this paper I mentioned that the school was run by open forum, therefore, students are involved in making the policies that affect their lives on campus. A campus senate is held weekly, which includes representatives from each residence hall, non-resident groups, and campus organizations. These representatives meet to discuss policy changes to be presented at the open forums.

### Special Student Services

All new students (freshmen and transfers) entering Columbia College are encouraged to participate in the summer orientation program. The purpose of the orientation program is to enable the student to become familiar with the College, its activities, and its academic programs. The student is administered placement tests, participates in small group activities, selects courses, completes schedules, receives academic advisement, and completes registration, except for the payment of tuition and fees.

At the time of student orientation, parents are



invited and urged to attend a program designed to acquaint them with College policies, student activities, campus life, academic programs, and other interest areas. They are also given the opportunity to meet and talk with academic deans, department heads, and staff members in the Division of Student Affairs.

Prior to the beginning of each semester, there is an orientation program for those who are admitted to the college too late to participate in the summer programs. Students, who for other reasons cannot attend orientation at an earlier date, may attend these sessions.

#### Counseling Center

STAFF: The Counseling Center staff is composed of competent professionals with extensive training in clinical psychology, counseling psychology, and guidance, who are experienced in facilitating personal growth and development. They respect the ability of each individual to make actualizing choices.

CAREER COUNSELING: Counselors assist students in making a thorough self-appraisal of interests, abilities,



and personality traits so that they may utilize this information in making a wise career choice. Counselors interpret test data and assist the student in viewing alternatives. A vocational information library is also maintained where students may find information about hundreds of vocations.

EDUCATIONAL COUNSELING: Students who are uncertain regarding their major course of study are aided in making more meaningful academic choices.

PERSONAL COUNSELING: Many university students have personal concerns which may interfere with their academic success. The Counseling Center staff provides an atmosphere in which students may discuss problems with the assurance that all counseling information is confidential and would be released only with the student's written consent.

GROUP COUNSELING: The Counseling Center provides a variety of small group experiences ranging from personal growth groups, to study skills groups, to vocational exploration workshops. Students who wish to improve communication or interpersonal skills may participate in growth groups where they can experiment with new types of behavior in a safe and accepting environment. For



those students experiencing academic difficulty, study skills groups provide instruction and supervised activity designed to improve study skills and habits. Students can gain insight regarding their interests, abilities, and decision-making styles, as well as the world of work, while participating in vocational exploration workshops.

**TESTING:** The Counseling Center serves as the University's testing center for national testing programs such as ACT, CEEB, GRE, NTE, LSAT, CLEP, GMAT, MCAT, and MAT. Application for these tests, which are available at the Counseling Center, should be completed and fees paid well in advance of the desired testing date. Other tests used in counseling are also administered at the Counseling Center. These include personality tests, vocational interest tests, and tests of ability.

**WITHDRAWALS:** If a student (either full-time or part-time) wishes to withdraw from all academic courses for which he/she is enrolled during the current semester, he/she must officially withdraw from the college. The entire process of withdrawing from the college is handled by the Counseling Center. By completing this procedure, the student will prevent future difficulties in obtaining



### Medical Services

The Student Health Center is designed to provide efficient medical care to the maximum capability of its personnel. The ground floor is the clinic, and the second floor is the hospital section for nursing of medical patients. The facility is available to all regularly enrolled students when the university is in regular session. For this coverage, part-time students must pay the activities fee, or the medical fee.

A student may make an unlimited number of visits to the clinic during office hours. Nurses are on duty in the clinic from seven o'clock a.m. until five o'clock p.m., Monday through Friday. Nurses are in the hospital twenty-four hours each day to administer treatments ordered by the physician and are available for emergencies at any hour when school is in session. The nurse is trained and authorized to give routine treatment for uncomplicated colds and minor illnesses on standing order of the physician. This is a service to expedite care of minor illnesses without delay to the patient. A physician is in the office most of the time, eight o'clock a.m. until five o'clock p.m. Monday through Friday. A



physician is on call at all other hours for emergencies and serious illnesses. Medications, x-rays, laboratory procedures, and elective minor surgical procedures must be paid for by the student. Payment is to be made at the time medication is dispensed or the service rendered. Referrals to specialists by the college physician will be made at the student's expense.

All students who pay the medical fee may use the hospital when the college is in regular session. A Patient admitted to the hospital must observe the rules and must not leave the hospital until discharged. Hospital insurance will be used to cover expenses when admitted to the hospital, whenever possible.

A hospital list is maintained to assure that absence due to illness may be verified whenever necessary. In order to be included on the hospital list, students must report to the Health Center for treatment before classes are missed.

All calls, routine and emergency, should be made to the Student Health Center. Students will not be treated at their place of residence. There is someone on duty at the hospital at all hours when school is in session. The ambulance entrance is on the south end at the rear



of the building adjacent to the elevator. The Security Department will assist with transportation in emergencies. An ambulance can be secured when needed, by calling the Student Health Center and giving identity, location and any information available about the patient.

The nurse's main duty is to educate the patients and to treat minor health problems. Seminars will be presented by the nurse at various times of the year to help inform students about preventative health care. Some of the topics discussed will include stress reduction, hypertension, birth control, and oral hygiene.

#### Placement and Career Information Center

Job placement and career planning services are provided for Columbia College students and alumni through the Placement and Career Information Center (PCIC). Providing individual career and job counseling, furnishing career information, making placement referrals, arranging for employers and graduate schools to interview on campus, and organizing career outreach programs are services which cover the scope of the PCIC. Professional career counselors assist students in choosing academic



majors and careers relevant to their interests and abilities. Individual employment counseling is available for graduating students seeking full-time jobs. The Job Bank, operated in cooperation with the Student Association and the Office of Student Financial Aid, provides assistance to students seeking part-time and summer jobs. Career counseling and employment services for alumni are provided through the Alumni Placement Service, a joint effort of the PCIC and the Alumni Association. In addition, seminars on various topics are offered throughout the year. For students who are unsure of their career and/or educational plans, a three-hour academic credit course, Introduction to Life/Career Planning is available each Fall/Spring semester.

#### Alumni Relations

The greatest single factor in the healthy growth of any college is the loyalty of the alumni and the excellence of their organization. The purpose of Columbia College's Alumni Association is perpetuating the memories of college life in a manner that serves to bind



together the classes of different years and to strengthen the good influence that the college exerts through her graduates.

With the formal opening of the Alumni and Student Building (Alumni House), alumni of Columbia have permanent headquarters on the campus. This building is dedicated to serve alumni, students and friends of Columbia. In addition to the alumni office, facilities of the building include a spacious lobby, mezzanine lounge, conference and assemble rooms. The building houses the records of all alumni for use by alumni, faculty, students, and staff. In addition to the regular alumni activities, the building offers a favorite site for many wedding receptions for graduates and students.

The President's Partners Program was created as an integral part of the Annual Fund to encourage alumni, parents, friends, faculty and staff to provide additional support for the academic programs at Columbia College.

Partners show their support by making an annual unrestricted contribution of at least \$100.

- Memberships are for one year
- Memberships are listed in the name of a single person.
- Gifts are utilized in support of academic enrichment



as directed by the President.

- A matching gift may be combined with a personal gift to meet the membership requirements.
- Contributions may be made monthly by bank draft or quarterly, semiannually or annually.
- All gifts are tax deductible.

Alumni week-ends are good ways for former students to return to the campus with their families. The alumni can take advantage once again of the beautiful campus and its recreational facilities.

Alumni dues will be collected annually and used to provide newsletters and an annual dinner meeting. Communicating with alumni is essential and helps provide for growth and development of Columbia; also, the concept of including associates of the college as well as alumni in the organization is an excellent way to gain a broad base of support in the community for the college. Especially in a new college is this a good tactic; as many people in the community feel a commitment to the school and need to be included in its activities.

### Conclusion

As Chickering states, "all elements of institutional life, from freshman orientation to out-of-class activities, governance structures, and administrative styles communi-



cate educational messages to student - messages about themselves, about what is expected of them and what they are to expect of themselves, and about life and the role of learning in it. These messages from the "hidden curriculum" that underlies the academic curriculum and, even though unrecognized and undiscussed, supports or negates its efforts. Together they distinguish the ethos of one institution from another as clearly as course offerings or campus architecture. At an elemental level, they convey the institution's basic function as that of arousing students' attention and maintaining their interest in education. At a higher level, the institution functions as an information-processing, certifying, and credentialing agency. But above that, it can open opportunities for analysis and practice both on campus and off; and ultimately it can challenge students to confront dilemmas and paradoxes themselves and rely on their total experience and their own abilities for continued self-development."

Columbia College supports such a philosophy and provides an environment that promotes growth of the entire individual; one in which high academic standards are maintained while allowing students the freedom to mature in all facets of their lives.